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AUTHOR Moore, Alan D.; Betts, George T.
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ABSTRACT

The first of two documents presents results of a 5-week evaluation of the Summer Enrichment Program for the Gifted and Talented at the University of Northern Colorado. The program typically serves about 650 residential students (ages 10-15) in two 2-week sessions. Descriptive information includes the program rationale, student selection procedures, and program elements. Analysis of student (N=263) evaluation of the things they liked best indicated overwhelmingly positive attitudes toward the program with the most valued aspects being classes, dorm time, options, counselors, and friendships. Program evaluation by counselors (N=26) were also very positive. Counselors saw the social environment as the most important strength of the program and low pay their most prevalent concern. Program evaluation by teachers (N=36) was also positive. Teachers' greatest frustration was with the process of acquiring and preparing instructional materials. Administrators were concerned with hiring and pre-service orientation of staff. Specific program recommendations based on evaluation feedback are detailed. The evaluation instruments used are appended. The second document provides a less detailed summary of the same program evaluation. (DB)

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Evaluation of the 1988 Summer Enrichment Program for the Gifted and Talented at the University of Northern Colorado

Alan D. Moore, Ph.D.
Department of Educational Foundations
and Instructional Technology
University of Wyoming

October 1988

[and]

Making a Good Program for Gifted and Talented Children Better: Improving a Program through Evaluation

Alan D. Moore, Ph.D.
Department of Educational Foundations
and Instructional Technology
University of Wyoming

George T. Betts, Ed.D., Director
Center for the Study of the Gifted, Talented, and Creative
Department of Special Education
University of Northern Colorado

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EVALUATION OF THE 1988 SUMMER ENRICHMENT PROGRAM

FOR THE GIFTED AND TALENTED

AT THE UNIVERSITY OF NORTHERN COLORADO

Alan D. Moore, Ph.D.

Department of Educational Foundations
and Instructional Technology

University of Wyoming

October, 1988

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INTRODUCTION

The Summer Enrichment Program for the Gifted and Talented, at the University of Northern Colorado, Greeley, is one of a number of special summer residential programs for gifted, talented, and creative children around the country. Now in its 12th year, the program has provided enrichment and growth experiences for thousands of students both in and out of Colorado. It has also served as a training opportunity for educators of the gifted and talented who gain the experience necessary to meet the special and diversified needs of these children.

As a part of an ongoing effort to improve the program so that it does an even better job of serve gifted students, an evaluation of the program was undertaken. With the cooperation of the staff of the program, a program evaluator was asked to carry out as complete an evaluation as was possible over the 5-week duration of the 1988 program. Information was sought from the principal participants, the students, counselors, teachers, and program administrators. This report is the result of the data collection, analysis, and synthesis of this information.

The program evaluator had been an intern teacher and intern supervisor in the program in the early 1980's but had not recently been a staff member. In addition to conducting the evaluation, the evaluator was in charge of the gathering of data and design of research, and also taught two classes during the first session of the program. A great deal of rapport with the program staff was developed in this unique role which is seen to add credibility to information gathered from the various program participants. However, he was admittedly not free from a certain positive bias concerning the success of the program. The hope is that the reader will not find this bias to have unduly influenced the perceptions and conclusions about the program which are reported here.

DESCRIPTION OF THE PROGRAM

The Summer Enrichment Program for the Gifted and Talented (SEP) at the University of Northern Colorado, now in its 12th year, has been developed to better meet the diversified needs of gifted and talented students selected from all areas of the United States. Each summer, the program admits students who will enter grades 5 through 10 in the following school year. For each of two sessions lasting two complete weeks, approximately 325 students, 30 professors, teachers, and graduate students, and 25 undergraduate counselors participate in this unique residential summer enrichment program for gifted and talented students. While the primary purpose of the program is to serve gifted youth, the program also provides a means for graduate students and other professional educators to gain experience in working with gifted and talented students.

The program tuition fee of $525 per session in 1988 paid for housing, food, laboratory use, physical education equipment, adult dormitory counselors, teaching staff, and program administration.

History of SEP

SEP began during the school year of 1977-78 in the College of Special Education at the University of Northern Colorado in Greeley. After receiving numerous requests from parents concerning information and programs for gifted and talented students, Dr. Judith Gilbert and Dr. Lee Swanson were assigned the task of developing a summer program which would be unique in Colorado. By the end of spring quarter, the program had been developed and Dr. George Betts, from Arvada West High School in Jefferson County, Colorado, was hired as the director.

During the summer of 1978, three two-week sessions, each with 80 students, ages 10-15, were held. The results were positive and all involved recommended that the program continue as a summer opportunity for gifted and talented children and also as a training site for teachers and administrators. It was also recommended to the faculty in the College of Special Education that an advanced degree in gifted education should be developed. The results were the development in 1979 of the Master of Arts in Special Education: Teaching the Gifted and Talented.

During the summer of 1979, SEP expanded to include 150 students for each of three two-week sessions. By 1984, there were 250 students for each session, but the staff was beginning to have difficulty maintaining the required level of energy for three sessions. Starting in 1985, SEP has been limited to two two-week sessions with a maximum of 350 students in each session.

Rationale

The directors and staff have developed the following rationale for the program:

1. The gifted have many varied and unique characteristics, needs, and interests not often addressed in the public school. Most importantly, gifted students need to be brought together. They thrive on the interaction with others like themselves.
2. Adults of the program serve as positive role models and mentors of the gifted. Staff members are carefully selected, not only for their knowledge, but for their abilities to work and interact with people, and to provide enthusiasm toward learning, growth, and development.
3. Students are given the opportunity to study areas in which they are knowledgeable, and are provided with experiences which allow exploration of new and unusual topics and courses. The curriculum is developed to meet the diversified areas of interest and concern displayed by the gifted.
4. Giftedness is potential. As a student in the program said, "Giftedness is the striving." Opportunities are presented to allow the development of the potential, of striving, both emotionally and intellectually.

Giftedness can be nurtured and developed. With this attitude as a basis for the program, opportunities are expanded.

Students Served

Definition of Gifted and Talented

The youth for whom the program is targeted are identified as capable of high performance, but require differentiated educational programs in order to realize their contribution to self and society. High performance, which may be manifested in any or a combination of these areas, are:

a) General intellectual ability

b) Specific academic aptitude

c) Creative or productive thinking

d) Leadership

e) Visual or performing arts

Selection of Students

Nominations to the program may be initiated by teachers, parents, or others who have knowledge of a student's abilities. The program application form requires information from parents, an educator, and the student applicant. Selection of students is based upon the quality and completeness of the information provided in the application. Students who have attended the program previously are automatically admitted to the program if their application is timely and a complete application from a previous year is on file.

Program elements

Day Program

Students are enrolled in four 70-minute classes for ten days of instruction. The courses are created during winter and spring quarters each year to meet the abilities, needs, and interests of the gifted. Curriculum is developed and differentiated according to many of the basic principles currently discussed in gifted education. Over 70 courses covering most content areas are offered each session. Students are assigned to classes based on a system which attempts to place as many students as possible into the classes they most prefer. On the first Sunday of the program, students choose their top four class preferences for each of the four class periods from a booklet describing the courses. Students are informed of which classes they are enrolled in on the following Monday morning. After attending each class, they have the option of changing classes during a drop-add period at the end of the first day of classes.

Activities within the courses are planned based on five criteria:

1. Student interest is the basis for course offerings.
2. Development of basic knowledge within content areas is essential.
3. Activities which promote the development of individual learning skills (such as high level thinking skills, organizational skills, self-directed learning opportunities, etc.) are incorporated into each course.

4. Guest speakers, field trips and resources which provide opportunities for continued learning throughout the school year are included. Activities are included to help the students return to their communities and continue to experience and experiment in new areas of learning and to provide the opportunity for exploration in areas of existing interest.

5. Activities are also included to promote personal understanding, interpersonal skills and in-depth interaction with other gifted students as well as with the staff of the program. Students are presented with a smorgasbord of people, activities and opportunities. What each consumes is up to that person. The appetite for learning must come from within.

Other Day Activities

After completion of the four academic courses each day, a variety of activities, known as afternoon options, are scheduled for students. These include free time at the dormitory, research at Michener Library, more intensive involvement with computers, additional time with instructional staff, and recreational activities.

The second Friday of each session is "Sharing Day" for each of the classes. Students and staff bring closure to their experiences through displays, demonstrations, and presentations. Products include audiotapes, videotapes, short stories, original music compositions, plays written and produced by the students,

and many other displays and active participation presentations. The entire day celebrates and demonstrates the learning that has taken place. People from the University and the surrounding area attend and participate.

Evening Program

After the evening meal, students are involved in activities planned and supervised by the counselors of the dormitories. The fact that the program is residential leads to in-depth interaction and socialization among students and staff. Opportunities are developed through these "evening options" to further enhance the talents and creativity of the students.

Weekend Program

Students find Saturday filled with three challenging one-and-one-half hour sessions led by experts from the University and surrounding area and SEP staff members. That evening the "Brain Bowl" is conducted. Students compete in a college bowl atmosphere. Questions are developed by full-time staff members as well as visitors and guest presenters who have been involved in the program.

Sunday is set aside as a day of relaxation, camaraderie, and personal chores. Students enjoy freedom to relax and reflect. This extremely important time provides the opportunity for sharing on a more informal basis. Sunday ends with the counselor groups venturing off campus for dinner and a movie, roller skating, or similar activities.

On the second Thursday of the program, a banquet is held, where students are served a formal dinner complete with invitations, table cloths, and place settings. After students are served by their counselors and teachers, and the meal is finished, a program of singing, dancing, and speech-making is presented. An awards ceremony is conducted for those students who have been long-time program participants.

Courses Offered in 1988

Eighty-eight different courses were offered to students over the two sessions of the 1988 program. The following is a list of these courses.

... and a city was created in nine days!
"Can you dig it?": experimentation in archaeology
"Framed" - the anatomy of a photograph
"Move over, Walt Disney": animation
221B Baker Street
Are you in your right mind-the brain
Band
Basic fun physics
Beat it: drums & percussion
Believe it or not
Beyond Puff: dragons & other magical beasts
Bigger than life and twice as ugly!
Black light art
Blood and guts (animal dissection)
Bridging
Build yourself a winner
Bull market! stocks and bonds
Castles, calligraphy and codes
Center stage
Characters alive!
Crossfire (or arguments vs. debates)
Dazzling designs: create your own wearables
Destiny . . . *Hollywood*
Drawing on the right side of the brain
Editorial cartooning or how to make a point and keep your friends
Eliminator! - chess
Extra, extra, read all about it (SEP newspaper)
Fabrications aren't always lies (sometimes they're inventions)

Flight to the future
Gambling-lotteries-the weather and other games of chance
Get rich quick: become an entrepreneur
Getting what you want
Going, going, gone: planet Earth
Hey watch the face: an exploration of yourself and others
Hey humans, we're back
How to be a life-long traveler
I want to build a school
If you think . . . you can!
In a different light; experimental black/white photography
Inside out
Intermediate/advanced photography
Into each life a little rain must fall
It's all in the face
It's your move: chess for girls only
It's all Greek to me: the power of statistical analysis
Journey with Jonathan
Leonardo da Vinci look out! inventions
Mediating the meta-cognitive
Meeting of the minds
Meta-math: real world theory/application
Music composition
No boys allowed
Oil exploration
One step beyond
Peeking and poking an apple
Photography III - advanced photography
Presenting playful poetry and prose
Print like a pro: desktop publishing
Reflections
Rise up and take control!
Roll the presses: A newspaper of your life
Say what you mean and mean what you say
SEP shutterbugs: beginning photography
SEP live!
Superheroes unlimited: create a hero
Tessellations
That's really weird
The poetry of leaves: creating poetry through art, writing
The price is write
The all-new, all-beef diet: chemistry problem seminar
The Orient Express
The omnivors meet the herbs-plant identification
The art of geometry
The battle of the sexes
The puzzler
The imagemakers...the making of a video movie
The magic door
The Magic in you: improvisation
Time capsule: now for then
Trig rap-what is it and why use it?

Villains, heroes & maidens in distress: melodrama
Water color painting
We've got it all wrapped up
Well! Well! half empty or half full?
What do you think: an examination of today's issues
Who is that masked man?
Who are you living with? (environmental studies)
Yes! No! Maybe so!

Demographic characteristics of 1988 students

The 1988 SEP program had 643 students, of whom 327 were girls and 316 were boys. The distribution across grade levels was:

Grade Entering	Number
5	53
6	112
7	134
8	134
9	131
10	79

Geographically, students came from 23 states in the U.S. Three student were from Canada and one from France. The geographic distribution was as follows:

470	Colorado	2	Illinois
55	Wyoming	2	Louisiana
53	Nebraska	2	North Carolina
15	Kansas	2	South Dakota
15	Texas	2	Tennessee
11	California	2	Washington
7	Arizona	1	Alaska
6	Montana	1	Florida
5	Nevada	1	Utah
4	Iowa	1	Virginia
4	Oklahoma	1	New Mexico
3	Minnesota	1	Ohio
2	Georgia	1	South Carolina

STUDENT EVALUATION OF SEP

Description of student evaluation of program

Students in the first two-week session were asked to complete and return two different questionnaires. Questionnaires were distributed during the abbreviated class period on the last day of classes, Share Friday. One questionnaire, SEP Student Evaluation of Classes (Appendix A) was related to the classes. Each teacher received a summary of the responses of the students to 8 scaled questions. Questionnaires were returned to teachers, together with the summaries on Monday, the first day of the second session. The second questionnaire, Student Evaluation of SEP (Appendix A) was completed only during the students' first hour classes. This instrument included 10 scaled statements and two open-ended questions. Summaries of responses were compiled by counselor group, and questionnaires, together with summaries, were distributed to counselors on Monday, the first day of the second session.

Since these two questionnaires were included in the evaluation design primarily to function as formative feedback, no overall summary of student responses to scaled items was done. However, open-ended comments of students to the two open-ended

questions on the Student Evaluation of SEP questionnaire were recorded and summarized below.

Summary of Student Responses to Question 8

8. Thinking of the entire SEP program, these are the things I liked best:

263 students responded to this item. The following are their responses in order of decreasing frequency down to a response frequency of 3:

91 Classes	9 Able to be myself
72 Dorm time	9 Certain class (no duplicates)
64 Options	7 Attitudes & feelings people have here
55 Counselors	7 Play
39 Making new friends	6 Freedom
36 Friends	5 Being able to be independent
20 Banquet	5 Learning new things
20 Everything	4 Socializing
16 People	4 Seeing old friends
14 Dance	4 Feel accepted
14 Teachers	4 Photography
11 Talent Show	3 Swimming

There were noticeably more girls than boys who listed friendship and making new friends. Clearly, the most valued aspects of the program are the classes, dorm time, options, the counselors and friends and friendships which develop during the program.

Summary of Student Responses to Question 9

9. These are some suggestions for improving SEP:

238 Students responded to the items. Responses are listed if they occurred at least 3 times.

45	Better food
27	None
22	Better options
20	More dorm time
17	Develop a leadership program for 11th and 12th graders
15	More exciting classes
15	Wider variety of classes
14	Lengthen the program to more than 2 weeks
13	Air conditioning
8	Allow sleeping in later
7	Later lights out
6	Allow more independence
5	Offer a debate class
4	Better dorm
3	Offer a writing class
3	Greater variety of options
3	Offer acting classes

The most frequent suggestions for improving SEP were better food, better options, and more dorm time.

Summary of Student Evaluation of Program

The students express overwhelmingly positive attitudes toward the program. To them, the most valued aspects of the program are the classes, dorm time, options, the counselors and the friends and friendships they develop at SEP. The most common suggestions for the improvement of SEP were better food, better options, and more dorm time.

COUNSELOR EVALUATION OF SEP

Description of Counselors

There were 26 counselors who were between the ages of 17 and 35. Thirteen were men, 13 were women. Twenty-one of the counselors were undergraduate students while 5 were post-graduates. Three counselors were returning from the previous year of SEP and seven had been SEP students.

Hiring process

Counselors are chosen through a systematic hiring process. Counseling positions were advertised prior to Spring Break in March in the university newspaper, the Greeley Tribune and in Peterson's Guide to Summer Opportunities. Announcements were made to classes by cooperating UNC faculty as well. Also, letters were sent to last year's counselors inviting them to apply for this year's program. The original deadline for application was April 1, but this deadline was delayed until April 15 in order to comply with UNC equal opportunity guidelines.

Interviews of applicants were conducted by Dan, one of the dorm directors and Ann, a past dorm director. Most interviews were conducted during May although five interviews were conducted as late as the week before Preparation Week. This late

interviewing was because several counselors decided not to work for SEP and notified the program very late. Also, the pool of male applicants was quite small and two had to be hired very late. Some applicants who were out of town were interviewed by phone.

Letters were sent to applicants who were not hired and to those who were. There was some problem with counselors receiving these letters very shortly before the beginning of the program and there may have been some who did not receive a notification letter at all. The letter also contained information about what counselors would need to bring to Preparation Week and what age group and dorm they were assigned.

Counselors were paid a salary of $700 for the program. $50 more was paid to returning counselors, $50 more was paid to senior counselors. Some counselors expressed surprise that taxes were withheld from paychecks this year. This should be clarified next year since there was confusion about why some counselors appeared to be getting larger paychecks than others.

Description of duties

The following is a description of counselor duties contained in the Night Staff Handbook.

1. Responsible for 12 to 20 SEP students between the hours of 3:00 p.m. and 9:00 a.m., Monday through Saturday and all day Sunday:
   a. maintain knowledge of students' whereabouts at all times

b. supervise students at activities, meals, and in dorm

c. promote room and dorm upkeep and maintenance

d. foster good health and grooming habits in all students

2. Develop, coordinate and implement afternoon and evening options.

3. Attend and actively participate in all in-services and scheduled counselor meetings.

4. Complete daily student report each night and attend all team meetings.

5. Provide an exemplary role model at all times:

   a. no alcohol and/or drugs anywhere in dorm or at SEP activities.

   b. no foul language to or in the presence of students

   c. wear appropriate clothing

   d. no practical jokes on each other or on students

   e. keep private life private

   f. no smoking in dorm rooms

6. For fire drill or emergency - make sure building is empty and meet at front desk.

7. Hand out mail to kids each day.

8. Wear black and white to serve at the banquet.

9. No visitors may meet you at any SEP activity nor visit in the dorms at any time.

10. All items on the Counselor Prep Checklist.

The size of the counselor groups ranged from 10 to 17

students. The second session groups were larger since there were more students than in first session.

Description of instruments and administration of instruments

Counselors were asked to respond to two questionnaires concerning evaluation of the program. One was an anonymous scaled questionnaire consisting of 15 statements in a Likert-type format (Appendix A). The other was an open-ended questionnaire consisting of 5 questions (Appendix A). Both questionnaires were constructed by the evaluator and the Dorm Director. Questionnaires were distributed to the counselors on the next-to-last day of the program and the return of a questionnaire was required as part of the check-out procedure. The scaled questionnaire was anonymous whereas the open-ended questionnaire provided a space for the name of the counselor completing it.

Results of instruments

Scaled questionnaire

Twenty-four of the 26 counselors completed and returned the scaled questionnaire. A summary of the responses of the counselors is presented below.

1. My responsibilities were made clear to me.

		FREQUENCY	PERCENT
Strongly Disagree	1	0	0.0
Disagree	2	1	4.2
Neutral	3	2	8.3
Agree	4	14	58.3
Strongly Agree	5	7	29.2

A large majority (87%) of the counselors felt that responsibilities were made clear to them.

2. My training for being a counselor in SEP was adequate.

		FREQUENCY	PERCENT
Strongly Disagree	1	0	0.0
Disagree	2	2	8.3
Neutral	3	4	16.7
Agree	14	10	41.7
Strongly Agree	5	8	33.3

A large majority (75%) of the counselors felt that training was adequate.

3. Old Man Mountain was a valuable experience for me.

		FREQUENCY	PERCENT
Strongly Disagree	1	1	4.2
Disagree	2	2	8.3
Neutral	3	2	8.3
Agree	4	7	29.2
Strongly Agree	5	12	50.0

A large majority (79%) of the counselors felt Old Man Mountain was a valuable experience.

4. For me, the age of my group was

		FREQUENCY	PERCENT
No opinion	Blank	1	.
Too old	1	1	4.3
About right	2	20	87.0
Too young	3	2	8.7

Almost all (87%) counselors were happy with their assigned age group of SEP students.

5. The number of people in my group was

		FREQUENCY	PERCENT
Too large	1	0	0.0
About right	2	24	100.0
Too small	3	0	0.0

All counselors felt that the number of people in their counselors groups was about right.

6. Dorm rules for the kids were

		FREQUENCY	PERCENT
Not strict enough	1	1	4.2
About right	2	21	87.5
Too strict	3	2	8.3

Almost all (88%) counselors felt that the dorm rules were neither too strict nor not strict enough.

7. My responsibilities for floor time were made clear.

		FREQUENCY	PERCENT
Strongly Disagree	1	0	0.0
Disagree	2	2	8.3
Neutral	3	3	12.5
Agree	4	10	41.7
Strongly Agree	5	9	37.5

The majority (79%) of counselors felt that their responsibilities for floor time were made clear to them.

8. Materials were accessible for options.

		FREQUENCY	PERCENT
Strongly Disagree	1	1	4.2
Disagree	2	2	8.3
Neutral	3	2	8.3
Agree	4	8	33.3
Strongly Agree	5	11	45.8

Almost all (79%) counselors felt that materials for options were accessible.

9. The dorm administration was fair.

		FREQUENCY	PERCENT
Strongly Disagree	1	0	0.0
Disagree	2	1	4.2
Neutral	3	3	12.5
Agree	4	8	33.3
Strongly Agree	5	12	50.0

The majority (83%) of counselors felt that the dorm administration was fair and half of them felt very strongly that it was fair.

10. Administrators followed through in solving problems.

		FREQUENCY	PERCENT
No Opinion	Blank	3	.
Strongly Disagree	1	0	0.0
Disagree	2	5	23.8
Neutral	3	2	9.5
Agree	4	5	23.8
Strongly Agree	5	9	42.9

Although a majority (67%) of the counselors felt that administrators followed through in solving problems, several (24%) felt that administrators did not.

11. The 1st session student evaluations were helpful.

		FREQUENCY	PERCENT
Strongly Disagree	1	1	4.2
Disagree	2	3	12.5
Neutral	3	4	16.7
Agree	4	8	33.3
Strongly Agree	5	8	33.3

Although a majority (67%) of counselors felt the 1st session student evaluations were helpful, a sizeable number (29%) felt either neutral or that they did not help.

12. I felt burned out by second session.

		FREQUENCY	PERCENT
No Opinion	Blank	1	.
Strongly Disagree	1	5	21.7
Disagree	2	1	4.3
Neutral	3	6	26.1
Agree	4	9	39.1
Strongly Agree	5	2	8.7

Nearly half (48%) of the counselors reported feeling burnt out by second session. Of the others, it was split evenly between not feeling burnt out (26%) and being neutral to the statement (26%).

13. The rules for counselor visitors were fair.

		FREQUENCY	PERCENT
Strongly Disagree	1	0	0.0
Disagree	2	2	8.3
Neutral	3	4	16.7
Agree	4	7	29.2
Strongly Agree	5	11	45.8

A majority of counselors (75%) felt the rules for counselor visits were fair.

14. There should be closer cooperation and communication with the day staff.

		FREQUENCY	PERCENT
Strongly Disagree	1	0	0.0
Disagree	2	4	16.7
Neutral	3	7	29.2
Agree	4	4	16.7
Strongly Agree	5	9	37.5

A little over half (52%) of counselors felt that there should be a closer cooperation and communication between the day and night staff with 38% expressing a strong opinion. A sizeable number (29%) of counselors were neutral to this idea.

15. The day staff should offer options.

		FREQUENCY	PERCENT
Strongly Disagree	1	1	4.2
Disagree	2	5	20.8
Neutral	3	7	29.2
Agree	4	6	25.0
Strongly Agree	5	5	20.8

There was a large amount of disagreement among counselors as to whether the day staff should offer options. Somewhat more (40%) were in favor of this idea than opposed (25%).

Open-ended instrument

The written responses to the open-ended questionnaire were recorded and categorized. Twenty-four of the 26 counselors completed and returned open-ended questionnaires. Here are the responses with frequencies.

1. What do you see as SEP's strengths?

10	acceptance of kids and abilities
10	loving, stimulating environment
8	counselor camaraderie
7	staff enthusiasm and flexibility
6	organization of program
5	options
3	friendships
2	classes
2	dorm time
2	supervision
1	night administration
1	keep counselors from wanting 12 kids of their own
1	FUN(!)
1	Special events (dance, banquet, talent show, Super Saturday)
1	marketing

The most frequently mentioned strengths of the program as perceived by the counselors were its acceptance of kids and their abilities, the loving, stimulating environment, the camaraderie among the counselors, the staff enthusiasm and flexibility,

organization of the program, and the afternoon and evening options for students.

2. What do you see as your strengths as a counselor?

14	Relate well to kids
4	Enthusiastic
4	Positive attitude
4	Enjoyed program as much as the kids did
3	Love being with kids
3	Responsible
3	Cooperative
3	Organized
3	Easy-going
3	Flexible
3	Good listener
2	Good role model
2	Non-judgmental
1	Former camper
1	Giving
1	Diplomatic
1	Empathetic
1	Patient
1	Creative
1	Good sense of humor
1	Compassionate
1	Communicative
1	Consistent
1	No strengths

Over half the counselors indicated that they perceive their own greatest strength as counselors to be their ability to relate well to kids. Other characteristics mentioned by several counselors were their enthusiasm, positive attitude, responsibility, ability to cooperate, organizational skills, easy-going nature, flexibility, ability to be a good listener and the fact that they enjoyed the program as much as the kids did.

3. What do you see as SEP's weaknesses / what would you change?

7 Increase counselor pay
5 More pre-SEP and training week information
4 Better communication between day and night staff
4 No sleep
3 Counselor burn-out
3 Night administration communication/support
2 Counselor meeting too late in the day
2 Too little time between sessions
2 Group size
2 Check-out procedures
2 Banquet

There was little consensus among counselors concerning the weaknesses of the program. A sizeable number expressed concern over their perception of the low pay. Some also felt that more training and information before the beginning of the program was needed. Another concern was that better communication between the day and night staffs was needed. When taken together, the expression of too little sleep and counselor burn-out as a problem indicates that for many counselors fatigue was a real problem.

In addition to responses expressed by more than one counselor, the following were mentioned once by some counselor.

SEP song
Use of "G/T" labels
Hold kids more accountable for behavior
Cost for kids
Super Saturday
Inadequate notification for cancelled meetings
Too many rules
Wasted money on option supplies
Supplies in Snyder
More minority students
Better counselors
Only use one dorm
No 2nd jobs for counselors
Need new fresh ideas
Eat outside more often
No air conditioning

Offending people (movies/talent show)
Inconsistent rules
More brother/sister responsibilities
More higher administration support
More basic information on gifted and talented students
Give males campers to female counselors

4. What would you do differently if you were to return?

6	More creative, unique options
3	Spend more time planning for kids
3	Bond with group better
2	Spend more time with individual campers
2	Get to know more kids out of my group
2	Learn from this year's mistakes
2	Lessen outside demands
2	Get to know counselors better
2	Sleep all of June to prepare
2	Bring more option stuff
1	Be more helpful
1	Better control of phone use
1	More sympathetic
1	More enthusiastic
1	Wiser
1	Sleep less
1	Be more easy-going
1	More confident
1	Better discipline
1	Budget time better
1	More assertive with Senior Counselor

There was little similarity among counselors when expressing how they would do things differently if they were to return next year. Many felt they would put more thought, effort, time, and creativity into planning options. Another recurrent theme was that they would try to become better acquainted with kids in their own group, the groups of other counselors, and with other counselors.

5. Do you want to apply next year? In what capacity?

20	Yes
8	As a counselor
8	With same age
4	As senior counselor
2	As a teacher

2 With a different age
1 As the purchaser
1 Only if salary changes
1 As assistant dorm director

4 No (All no's were due to graduation and job-hunting)

A large majority of counselors (83%) reported that they would like to apply next year to work in some capacity with SEP. Of those reporting they were not interested, all listed reasons of graduation from the university or their expectation of having a different job as the reason.

Summary of counselor evaluations

Evaluations of the program by counselors were extremely positive. They felt that training and preparation for the job were adequate, they were happy with their counselor groups, they felt the dorm ran smoothly and that the dorm administration was fair. There was concern expressed by some counselors that there was a lack of follow-through in solving problems by dorm administrators. Counselors expressed fatigue and burnt-out to be a problem during Session II. There was considerable difference of opinion concerning whether the day staff and night staff should cooperate and communicate more.

Counselors see the social environment for the students as the most important strength of the program. They emphasize that the acceptance of the kids, the loving, stimulating environment, and the friendships both among the students and counselors are the most important aspects of the program. Related to this perception is their feeling that what most qualifies them for the

job is their ability to relate to the kids and contribute to the positive, enthusiastic, loving atmosphere of the program.

The most prevalent concern about the program that counselors reported was that the pay was too low for such a time-intensive job. Their open-ended comments show that many counselors feel that the job is nearly a 24-hour job with no time off. When they divide their pay by the total number of hours they feel they work, they believe they are being paid far too little. A second theme among several counselors was that they would like to have had a clearer description of the job and more training and information about the program prior to its beginning.

Many counselors felt that they would try to do a better job of planning interesting and unique options for the students if they were to be a counselor next year. Many also reported that they would try to become better acquainted with students in the program.

The fact that nearly all reported they would consider applying to work in the program next year is further indication that counselors, on the whole, were very positive toward the program and felt it was worth their time and effort to be involved in SEP.

TEACHER EVALUATION OF PROGRAM

Description of Teachers

There were 36 teachers in the program, among whom 19 were paid and 17 were interns receiving graduate university credit for their teaching and program participation. Of the 19 paid teachers, 3 had bachelor's degrees, 11 had master's degrees with another 4 with master's degrees in gifted and talented education, and 1 teacher had a doctorate. Twelve of the 19 paid teachers had previously taught in SEP.

Paid Teachers

SEP teaching positions are advertised in the university newspaper, the Greeley Tribune, and through the UNC Placement Center. Former SEP teachers are also invited to apply. After the closing date for the acceptance of applications (April 15), applicants meeting minimum qualifications were invited for an interview conducted by the program director. Hiring was delayed this year since interns had not chosen the classes they would teach until quite late. As a result, program administrators did not know soon enough what types classes would need to be covered by paid teachers. Thus some hiring was done as late as one week before Prep Week and some teachers were not aware of the

employment decision until just before the beginning of the program.

Along with the letter inviting teachers to the SEP staff was included a calendar of Prep Week major events of SEP.

Teacher job requirements were stated in the Day Staff Handbook and are as follows:

The Summer Enrichment Program is a highly respected professional undertaking and the staff are expected to make the following commitments to continue the success of the program:

1. Develop appropriate lesson plans
2. Plan and teach classes in a professional manner
3. Attend scheduled teacher meetings and conferences
4. Find and compensate your own substitute if your are absent
5. Attend and participate at Old Man Mountain
6. Attend and participate in Share Fridays including having your class display or present a product
7. Attend Super Saturdays, if assigned
8. Help with registration if assigned
9. Check out your room at the lab school before using it and return it to that shape after SEP
10. Help with drop/add if assigned
11. Complete duties, if assigned, at 1/2, 3/4, or full time.
12. Complete final checkout and return to Marsha Boyd at end of program

Interns

Interns are those completing work for the master's degree in special education: the education of gifted and talented children. They earn between 2 and 12 hours of academic credit for their teaching and SEP program participation. Their responsibilities were stated in the booklet, Intern Meeting, May 21, 1988. They were:

1. Complete the first week of preparation and attend Old Man Mountain Retreat.
2. Teach three classes per session. Two of the classes are taught alone while the third class is taught with a partner. For the second session, you teach two classes and select another partner for your third class. The classes which are taught alone are on the same subject but one class is with the fifth to seventh graders while the second class is with the eighth to tenth graders.
3. Develop lesson plans for all of the courses taught in SEP.
4. Attend teacher meetings on a regular basis.
5. Meet with supervisor for individual feedback.
6. Find two speakers for Super Saturday on July 23.
7. Develop and present video tape which demonstrates your ability to work effectively with the gifted students in SEP.
8. Order supplies for your courses. Due date for first order of hard-to-get supplies is June 1, 1988.

Description of instruments and administration of instruments

The evaluation instrument for teachers was a one-page anonymous questionnaire (Appendix A) with 16 scaled statements on the front side and 4 open-ended questions on the back side. The questionnaire was constructed by the evaluator using ideas and suggestions of administrative staff and teachers. Questionnaires with a cover letter were distributed to all teachers during the final week of SEP.

Results of the instruments

Scaled questionnaire

Twenty-eight of the 36 teachers completed and returned the scaled portion of the questionnaire. A summary of responses of the teachers to the scaled items follows:

1. My professional responsibilities were clearly stated before the first day of Prep Week.

		FREQUENCY	PERCENT
Strongly Disagree	1	1	3.6
Moderately Disagree	2	5	17.9
Neutral	3	0	0.0
Moderately Agree	4	8	28.6
Strongly Agree	5	14	50.0

A majority of teachers (79%) felt their professional responsibilities were clearly stated before the first day of Prep Week.

2. I was inadequately prepared for working with G/T students.

		FREQUENCY	PERCENT
Strongly Disagree	1	18	64.3
Moderately Disagree	2	6	21.4
Neutral	3	1	3.6
Moderately Agree	4	1	3.6
Strongly Agree	5	2	7.1

A large majority (86%) of teachers felt adequately prepared for working with gifted and talented students.

3. Old Man Mountain was an important part of my preparation for SEP.

		FREQUENCY	PERCENT
Strongly Disagree	1	1	3.6
Moderately Disagree	2	1	3.6
Neutral	3	0	0.0
Moderately Agree	4	4	14.3
Strongly Agree	5	22	78.6

Almost all (93%) teachers reported that the staff training retreat at Old Man Mountain was an important part of their preparation for SEP.

4. The availability of materials and supplies was insufficient.

		FREQUENCY	PERCENT
No Response	.	1	.
Strongly Disagree	1	7	25.9
Moderately Disagree	2	8	29.6
Neutral	3	1	3.7
Moderately Agree	4	9	33.3
Strongly Agree	5	2	7.4

Over half (56%) of teachers felt the availability of materials and supplies was sufficient, with over a fourth of them (26%) feeling strongly about this. However, a sizeable number of them (40%) felt the availability of materials and supplies was insufficient.

5. I was able to obtain enough money for my classes.

		FREQUENCY	PERCENT
No Response	.	3	.
Strongly Disagree	1	0	0.0
Moderately Disagree	2	1	4.0
Neutral	3	1	4.0
Moderately Agree	4	10	40.0
Strongly Agree	5	13	52.0

Almost all teachers (92%) felt they were able to obtain enough money for their classes.

6. I was able to obtain necessary supplies for teaching my class.

		FREQUENCY	PERCENT
Strongly Disagree	1	2	7.1
Moderately Disagree	2	3	10.7
Neutral	3	0	0.0
Moderately Agree	4	7	25.0
Strongly Agree	5	16	57.1

The majority of teachers (77%) reported being able to obtain necessary supplies for teaching their classes.

7. Facilities were adequate for teaching my classes.

		FREQUENCY	PERCENT
	.	1	.
Strongly Disagree	1	2	7.4
Moderately Disagree	2	4	4.8
Neutral	3	2	7.4
Moderately Agree	4	9	33.3
Strongly Agree	5	10	37.0

A majority of teachers (67%) felt that the facilities were adequate for teaching their classes.

8. Duty expectations were made clear.

		FREQUENCY	PERCENT
No Response	.	3	.
Strongly Disagree	1	2	8.0
Moderately Disagree	2	2	8.0
Neutral	3	3	12.0
Moderately Agree	4	7	28.0
Strongly Agree	5	11	44.0

A majority of teachers (72%) felt that duty expectations were made clear to them.

9. The number of duties was excessive.

		FREQUENCY	PERCENT
No Response	.	8	.
Strongly Disagree	1	9	45.0
Moderately Disagree	2	4	20.0
Neutral	3	2	10.0
Moderately Agree	4	5	25.0
Strongly Agree	5	0	0.0

Since not all teachers were expected to do duties, only 20 responded to this question. Of those 20, a majority (65%) did not feel the number of duties was excessive. No teacher reported feeling strongly that the number was excessive.

10. I received adequate support from the program administrators.

		FREQUENCY	PERCENT
Strongly Disagree	1	0	0.0
Moderately Disagree	2	0	0.0
Neutral	3	1	3.6
Moderately Agree	4	6	21.4
Strongly Agree	5	21	75.0

All but one teacher, who was neutral to the statement, felt there was adequate support from the program administrators with a large majority (75%) feeling strongly that this was true.

11. The program administrators were responsive to my needs.

		FREQUENCY	PERCENT
Strongly Disagree	1	0	0.0
Moderately Disagree	2	1	3.6
Neutral	3	2	7.1
Moderately Agree	4	3	10.7
Strongly Agree	5	22	78.6

Almost all teachers (89%) felt that program administrators were responsive to their needs.

12. The student class evaluations provided valuable information.

		FREQUENCY	PERCENT
No Response	.	1	.
Strongly Disagree	1	1	3.7
Moderately Disagree	2	3	11.1
Neutral	3	7	25.9
Moderately Agree	4	6	22.2
Strongly Agree	5	10	37.0

Most teachers (59%) felt that student class evaluations provided valuable information. However, over one-fourth (26%) were neutral toward this statement.

13. I perceived a separation of the roles of teachers who were interns and those who were not.

		FREQUENCY	PERCENT
Strongly Disagree	1	13	46.4
Moderately Disagree	2	9	32.1
Neutral	3	1	3.6
Moderately Agree	4	4	14.3
Strongly Agree	5	1	3.6

A majority of teachers (78%) perceived no separation of the roles of teachers who were interns and those who were not.

14. There was too little communication between teachers and counselors.

		FREQUENCY	PERCENT
No Response	.	1	.
Strongly Disagree	1	1	3.7
Moderately Disagree	2	6	22.2
Neutral	3	7	25.9
Moderately Agree	4	10	37.0
Strongly Agree	5	3	11.1

Almost half the teachers (47%) felt there was too little communication between teachers and counselors. However, over one-fourth (26%) were neutral about this statement.

15. I like working with students in SEP.

		FREQUENCY	PERCENT
Strongly Disagree	1	0	0.0
Moderately Disagree	2	0	0.0
Neutral	3	1	3.6
Moderately Agree	4	1	3.6
Strongly Agree	5	26	92.9

All but one teacher (who was neutral toward the statement) felt they liked working with students in SEP, with all but one of these reporting a strong liking.

16. I would like to continue working with SEP.

		FREQUENCY	PERCENT
No Response	.	2	.
Strongly Disagree	1	1	3.8
Moderately Disagree	2	1	3.8
Neutral	3	3	11.5
Moderately Agree	4	1	3.8
Strongly Agree	5	20	76.9

A large majority of teachers (81%) reported that they would like to continue working with SEP. Only 2 teachers responded that they would not.

Open-ended questionnaire

The written responses to the open-ended questions were recorded and categorized. Here are the responses to these items with frequencies.

17. What classes do you think need to be offered at SEP which were not offered this year?

Of 22 teachers responding, 14 gave suggestions of classes to offer. Two teachers responded that teachers needed more guidance before and during orientation regarding what kinds of classes were needed and popular with the kids. Two thought the balance was fine. The other 4 responded in largely irrelevant ways.

Suggestions for classes could be classified into 4 categories: Arts, Science, Humanities, and Physical Education. The following is a list of topics suggested by at least one teacher. If a topic was mentioned more than once, the frequency of mention follows the topic.

Art	Frequency
Art	2
Drawing	
Sculpture	
Dance	
Cooking	
Pottery	2
Music	2
Oil Painting	
Drama	
Drama Production	
Mime	

Science
Aviation
Psychology
Health
Microbiology
Biochemistry
Environment Impact Studies
Genetics
Fiber Optics
Tele-communication
Invention

Humanities
Literature
Writing 5
Foreign Language
Stress Management
Other Cultures

Physical Education
Aerobics 3
Gymnastics
Golf
Basketball
Baseball
Tennis
Sports

18. My greatest satisfaction in working with SEP was:

Of 27 teachers responding, the areas of greatest satisfaction could be classified into 5 categories - the kids, teaching, personal growth, program elements, and the staff. The following is a list of responses in these categories:

Kids	17
Kids	8
Motivated students	1
Older kids	3
Rapport with students	1
Different age kids	2
Being around G/T kids	1
Watching student "eat up" SEP	1

Staff	17
Staff Cooperation and Camaraderie	12
Administrative staff	2
Teaming with other teachers	2
Meeting new people	1

Teaching	7
Renewed faith in teaching	1
Small classes	1
Making a difference in classroom	1
Offering to students what they couldn't get at home	1
Teaching new classes	1
Half teaching, half facilitator role	1
Feeling effective as a teacher	1
Personal Growth	5
Thinking	1
Being able to be creative	1
Risks turning out well	1
Getting to know George Betts	1
Learning more on the MacIntosh	1
Program	4
Advisor [teacher facilitator]	1
Flexibility of program	1
Positive atmosphere	1
Old Man Mountain staff retreat	1

19. My greatest frustration in working with SEP was:

Responses of 28 teachers are categorized as relating to materials/supplies, organization, the students, the environment and others.

Materials/supplies	11
Difficulty of photocopying	5
Lack of materials initially	1
Not getting materials in a timely manner	5
Organization	7
Working registration when help was not needed	1
Unnecessary staff meetings	1
Not knowing where I would teach until Wednesday	1
Communication regarding duties	
Not having keys	1
Disorganization of Super Saturday	1

Students	8
Lack of student skills in art	1
Number of student who felt they needed help	1
Trying to teach such a wide age range in the same class	2
Working with the young-children program where many students were not gifted, creative	2
Having my expectations concerning these kids raised too high	1
Students who don't care about classes	1
Environment	5
Excessive heat	4
Having to haul class supplies because rooms are not locked	1
Other	6
Missing the beginning of the program	1
Too little time	1
Too little time with family	1
Not having an aide	1
Lack of opportunity for socialization with staff	1
Fatigue	1

Here are some of the most elaborate and eloquent responses:

Working with the 7-9 year olds (Young Child Program) who did not seem gifted either intellectually or creatively. Many were not as gifted as kids I'm use to. I question whether about half of them should be here.

The conflict between the expected day life of the students and their permitted night life. It is difficult to stimulate and challenge the intellect and curiosity of exhausted, emotionally drained students. Acknowledging the importance of their socialization, an active dorm life is necessary. But, there needs to be a more synchronous approach to day and night expectations.

The Heat! A program with the permanence of this one really should have a facility that's conducive to learning. Much of the time we were on Maslow's lowest level. Is there a local junior high that's air conditioned?

The virtual gridlock created by lack of keys and copying facilities.

Not having the software and disks available which I had ordered in writing a month early. -Would have desired more communication among & consistency among practicum students facilitators (re: use of personal contracts, etc.)

In the young child program: the age range from a child going into first grade combined with one going into fifth if far too great. I enjoyed the idea but more separations need to occur. I'm sure the same discrepancy occurs with children aged 3 to 6 and a half.

20. What other comments, suggestions, or recommendations do you have for the improvement of SEP (including Prep Week, Old Man Mountain, Registration, Banquet, Dance, etc.) in the future?

The following are all the comments to this question grouped in the categories Super Saturday, Banquet, general organization, and positive comments

Super Saturday

Super Saturday - make clear who will get supplies & equipment. Provide a welcoming committee & luncheon for speakers. Match the requirements to the number of speakers needed. The clown was insulting to many of kids.

I have a concern about working with students on Saturdays - even Super Saturdays. My concern is for the students & the teachers' need for time outside of the "classroom". Perhaps the kids need that "structure" Does liability or cost of providing for students necessitate this?

I think clearer checklists for Share Friday & Super Saturday are needed to ease organization and clean-ups. All teachers should be aware that the library is closed on Saturday, so all AV equipment needs to be picked up ahead of time. Also it was not clear that we should reserve equipment on our own. Many understood that the equipment listed on the sheet would be reserved for them The librarian (AV) was put under stress.

More information about what kids like for Super Saturday and more information about equipment, money, lunches for speakers, etc. on that day.

Super Saturday should be structured in such a way that speakers know if their classes fill before they drive to Greeley.

Expectations and communication for Super Saturday were very unclear - had a difficult time finding people and then the number of people that came was excessive - need a list of available people & types of classes desired.

If guest speakers, who have been arranged for Super Saturday classes don't fill up, cancel or shorten creativity fair so those speakers who have planned for the aren't cancelled out.

Super Saturday: unsure about procedures regarding speakers, lunch and AV equipment. Too many assumptions made.

Banquet

Serving the banquet was extremely frustrating. I waited 20 minutes for four plates of food. The organization in dishing out the food was poor.

Require everyone to do registration and banquet - Paid duties should be the a.m. and noon supervision. Perhaps banquet committee and final get-together should be paid duties --- aside from all else since just a few seem to be involved.

Require everyone to attend the banquet

Too many people worked the banquet - it was pretty chaotic although everyone should attend - it was beautiful and a neat closure to the sessions and Kids.

Find someplace (any place) cooler [for the banquet]

Organization

I'd like to see paid teachers allowed to teach only 3 classes.

A raise is due!!

Needed to know we needed sleeping bag for Old Man Mt.

Post duty schedule much sooner - we need to know! Have fewer teachers at registration. Our time is valuable! Be clear about your expectations for prep week. When do we need to be here, etc.

Less staff meetings

A better assessment of audio-visual equipment and supply needs should be conducted before sessions and if necessary, equipment rented.

Figure out a way to get copies without each teacher having to get their own - it's a very inefficient use of time. Have a counselor available full time (who does not teach classes) Provide a list of suggested classes which have been successful in the past.

Special friends should be saved for the last two weeks. That would avoid its becoming old and provide a much-needed lift the last two weeks. People who have "paid" not to do duties should not be pressured to volunteer. That money should indeed be spent to hire people to do duties!! That was certainly the understanding.

Have aids available for some classes.

More interns should work with Young Gifted for the experience.

Include everyone in activities and don't differentiate by duties and non-duties!

The lab school building overall is a pit: overhaul the entire inside: the rooms were dirty; (These are beyond your control, but so true!) The bathrooms remind me of rest stops in Nebraska. Remind people who do registration to eat dinner before coming if snacks are not going to be provided over the dinner hour. It's a long haul from 4 to 8 without dinner.

Have it so the teachers & counselors aren't two separate entities. An hour at Old Man Mtn. wasn't enough to even meet all of them. We all seem to be wary of each other.

Maybe more opportunities to get together socially with the counselors. I feel we didn't see them after the first week.

All teachers do full duties. Schedule them to fit into their schedule but <u>all</u> teachers do <u>full</u> duties.

Take a serious look at increasing work load vs. amount of pay (with an eye to raising the pay or lowering the work load)

I think you need someone to oversee all activities that teachers do - with a checklist. That way someone can make sure everything gets done correctly.

It would help for administrators to encourage or discourage the teaching of various classes depending on the availability of equipment, materials & supplies. We really had to hustle to come up with camcorders to use in classes, when we thought we had that covered.

Hire staff in March. Order supplies requested. Set up practicum students/ supervisor groupings well in advance. Then schedule to permit maximum opportunity for supervisor to observe practicum students in class. Have 2-3 meetings of supervisors to retain some consistency of requirements & procedures. Get more video machines to record classes & for student productions

I understand the idea of teachers "inventing" classes. However, it would probably be easier & more fulfilling to teach to the child's needs.

Positive Comments

This has been one of the best experiences of my life!

Old Man Mountain was a Super experience.

Most things seem to run quite smooth. It has been a very enjoyable five weeks. Looking forward to next year.

Old Man Mtn. is a must! Registration went great!

I really enjoyed Old Man Mountain & the freedom we had. I don't like having all my time scheduled. I also appreciated not having my lunch time filled with meetings or duties.

I really appreciated the opportunity to choose how much duty time I wanted - allowing me time to interact with staff members and really getting to know some wonderful people.

Thanks for a positive atmosphere!

Summary of teacher evaluations of program

The teacher evaluations of the program taken as a whole were overwhelmingly positive. Teachers felt they were adequately prepared for working with gifted and talented students, that orientation and training including the staff development retreat were useful. Most teachers felt that supplies, materials, and funding were adequate for the job, but a large minority felt that there was insufficient availability of materials and supplies.

Relationships between teachers and the administrative staff were seen to be very positive. Teachers felt very strongly that the administrative staff was supportive and responsive to their needs. The teachers did not report a differentiation of roles between those who were interns and those who were not. The large

majority of teachers enjoyed working with gifted and talented students and felt they would like to continue working with SEP in the future. The amount of communication between the teachers and counselors was felt to be a program weakness with many teachers feeling there was too little communication.

Teachers offered many ideas for classes to be offered in the future at SEP. Classes in writing were mentioned by the most teachers. Also more classes in disciplined art, such as drawing, sculpture, pottery, dance, and music were suggested frequently. Physical education classes were also suggested my many teachers.

When asked what their greatest satisfaction was in working with SEP, teachers expressed the satisfaction of working with the kids and working with their colleagues as the most rewarding. Many also felt a renewed faith in teaching and the opportunity for personal growth were satisfying.

The greatest frustration expressed by the teachers was largely with the process of acquiring and preparing materials to teach classes. The difficulty and awkwardness of obtaining photocopies was a consistent complaint. Many also experienced difficulty in getting materials in a timely manner. The heat of the un-airconditioned classrooms was also very difficult for teachers to deal with. Many felt instruction to be very difficult if not impossible in the heat of the building.

Teachers offered a large number and wide variety of suggestions for future years of SEP. There were many suggestions about how Super Saturday might improve. Most of them relate to

matters of organization and communication. They suggest a more detailed plan and clearer information for participants in future Super Saturdays. The organization and operation of the banquet was also the point of some criticism. Many felt that there needs to be some good thinking and planning applied to improvement of the banquet experience for teachers, counselors, and kids alike.

Prep week, the Old Man Mountain retreat, registration, and duties received few suggestions for improvement. The overall tone of the open-ended questionnaire was positive toward the program.

ADMINISTRATOR'S EVALUATION OF PROGRAM

Description of Administrators

Director

The Director of the Summer Enrichment Program, Dr. George Betts, has served as its director for all 11 years of the program's existence. The Director is responsible for development of the program throughout the entire year. He has a full-time secretary who helps with all of the activities of the program. The Director's duties include:

1. Program Development and enhancement
2. Recruitment of students
3. Hiring of teachers, counselors and administrators
4. Development of SEP as an intern site
5. Development of over-all day and night program
6. Over-all leader of the program
7. Problem solver with parents, teachers, administrators and students.
8. Supervisor of interns

Night Staff

The dorm administrative staff consisted of two dorm directors, one in charge of Wilson Hall, the other in charge of

Snyder; and 3 assistant dorm directors. All night staff administrators had previously been either counselors or night staff administrators before, some for several years. All had at least a bachelor's degree in education or related field. The night staff administrators were in charge of hiring counselors, organizing planning week, rooms assignments, supervision of counselors, coordination with the day staff, and general supervision of all dorm activities.

Day Staff

The administrative staff of the day program consisted of the day time coordinator, assistant day time coordinator, 3 part-time teacher supervisors, two secretaries, and three part-time secretary-problem solvers.

The Day Staff was in charge of supervision of students between 8:30 and 3:30, planning classes, teaching classes, and general program coordination.

Description of program evaluation from administrators

Open-ended interviews were conducted by the evaluator with several program administrators during the third week of the program. From those not interviewed, letters of program evaluation were sought. Administrators were asked to comment on the strengths and weaknesses of this year's program from their own perspective. Letters from administrators and notes from interviews are included here.

Responses of administrators

Interview with Darla DeRuitter, Assistant Dorm Director

Her comments were on the whole very positive with a few specific recommendations for future years. She felt the dorm program was "running so smoothly now." She felt the dorm directors were very fair, flexible, and reasonable. Darla believed that creativity in choice and planning of afternoon and evening options was good. This was due to a "clean slate of counselors" and the fact that there were several counselors who had previously been students in SEP. She felt that the floor arrangement was fine.

Darla mentioned a few problems. She felt that a few of the counselors did not follow through with floor time responsibilities. She also expressed some concern that Snyder Hall seemed separate and isolated from the activities and atmosphere of Wilson Hall. She suggested that senior counselors not be hired until we "really know" them during training week. She reported that the most difficult problem and source of stress from the dorm administrators was dealing with problems associated with the Y.O.U program.

Interview with Mary Archer, Assistant Dorm Director

Mary felt the success of the dorm program was largely because the dorm directors and assistant dorm directors had worked together in previous years. She liked having so many new counselors and felt this provided fresh, exciting new ideas and that they were easier to motivate than returning counselors. Her

primary suggestion was that there needs to be more group-building activities at the Old Man Mountain retreat.

Letter from Jan Fall, Dorm Director

The 1988 SEP night program ran very smoothly from my perspective. The counselors were creative and enthusiastic and the campers responded by enjoying themselves within the guidelines.

The hiring process is one of the major focuses for us this year [1989]. It has been less than satisfactory in the past. Interviewers have varied from George to Marsha to telephone to hiring a former director. We anticipate that my proximity to "headquarters" this year will expedite the process and familiarize me and the other dorm director with the possibilities. I also hope to start the process earlier so we won't be hiring counselors the week before camp begins.

I felt that training week was very concise and well planned. We gave the counselors quite a bit of time to work on their floors and get to know their co-workers. It is a tremendous amount of information to pump out in a 3-4 day period of time. The counselors often want to sit back and be fed. It will only come together if they participate and read the manual. I would like to have the manuals prepared and sent out to hired counselors before training week begins. I would like for George to be more involved with training week. He spends so much time with the teachers and because the dorm runs well, he seldom appears. Some of the counselors have pointed that out.

I have worked with a staff of all but 6 returning counselors and a staff of all but 3 new counselors. Each group had its pros and cons. I prefer the new counselor group. There were many fresh ideas and excitement that seem to disappear in some returning counselors. Training is more difficult with fewer people to give direction and answer questions.

Dan and I had considerable concern for the counselor burn-out by the middle of session II. It seems to be a drawback of the enthusiasm shown first session. We hope to come up with some ideas to help alleviate this problem. One idea is for the dorm directors to relieve each counselor one or two mornings - taking their group to breakfast and to school That way the counselor can sleep in and have a little break. We do all the little notes and candies and surprises periodically.

The buying system for options is improving but still needs some work. It appears to be too big a job for one person. I also don't think we'll give a person that and a senior counselor position again. I'd like to split the $200 we paid one person and pay 2 people $100 each to split the duties. Also, some method of organizing the government room needs to be developed. Perhaps steel shelving with areas for items or areas for each counselor.

The precedent was set for 2 directors and 3 assistants several years ago when they were all needed. I do not feel the need for 3 assistants. We were administration heavy this year and I think the counselors felt that we never did much. Four of us met the week before the counselors came and did all the

preliminary things - training week plans, room assignments, scheduling events, etc. It was no strain for the 4 of us. I see the 5th position as unnecessary.

The most frustrating part of the summer was spending our energies and out time doctoring the Y.O.U. program. There were serious conflicts between our campers and theirs. The problems were not dealt with unless we stepped in and pursued the issues. Sometimes they were not dealt with even then. It took a tremendous amount of our time and we resented administering a program for no pay!

Letter from Dr. George Betts, Director

OVER-ALL EVALUATION

Although this was the eleventh year of SEP, one can never be sure if it will by totally successful. So much depends on planning, the staff and the kids. This year we were close to perfection. Everything came together for the teachers and the students. I am not sure about the counselors since I was not as close to them but I also believe they benefitted from the program.

The main reasons for the high level of success, from my point of view, are the main leadership of the program in both the day and night program and the level of commitment of the staff. The staff believes in gifted children and gave as much as they could, both in terms of quality of involvement and amount of time.

Another reason for the success of the program is the emphasis we place on the emotional and social development of all people involved, not just the students. A person is accepted here and given the opportunities for cognitive, emotional and social growth throughout the program.

AREAS WHICH NEED IMPROVEMENT

There is still the need to provide more training for the staff before the program and to provide more specific information about program responsibilities and opportunities. Our written guides are good but they need to be reviewed and then we need to improve our delivery systems of the information.

Finding 26 qualified counselors is extremely difficult. Next year we will begin earlier and evaluate our process and make improvements, whenever possible.

SUGGESTIONS

The main suggestion is the same as the one we used this year and that is, to listen to the staff and the kids and enhance the program as a group together. We know the program can always be improved and we will never be totally satisfied with the summer's successes. We are open to suggestions for improvement and find it easy to use creative problem solving in our program.

Another suggestion, mainly from the students point of view, is to increase the age of the program to include students who are 16 and 17 years old. This will be done as a "SEP Leadership Program," and will be included in the regular program.

Summary of Administrators' Evaluation of Program

The interviews of the night staff administrators left the impression of a smoothly-running program with few tensions, unresolved problems, or dangerous situations. They expressed a sense of openness and cooperation among themselves and with the counselors and SEP students.

Aside from a few specific suggestions concerning hiring, pre-SEP counselor preparation, and communication issues, the major problem faced by the night staff administrators was the interaction of Y.O.U. program participants and SEP participants. They took a positive approach in working through the problems with the staff of the Y.O.U. program and by second session the problem ceased to be serious.

Unfortunately, systematic interviewing of the day staff did not occur. Therefore, suggestions and criticisms of the program were not available. The letter of evaluation by the program director reflected a perception of the program as extremely successful with no major problems. This success was attributed to the openness, flexibility, and creativity of the staff, as well as to the commitment and expertise of the staff in working with gifted and talented children. The director also attributes the success of the program to the emphasis on the emotional and social development of all people in the program: not only the students, but the entire day and night staff as well.

SUMMARY OF EVALUATION

If the success of the 1988 Summer Enrichment Program is to be judged by the perceptions of those most directly involved, the students, counselors, teachers, and administrators, this year's program was extremely successful. Each group expressed mostly a positive evaluation of the program. Suggestions for improvement were almost totally constructive, minor changes which would improve the program, which is already seen as extremely well-run and appropriate for all involved.

Perceived Strengths of the Program

The majority of students reported liking the classes and dorm experiences. The friendships they develop are very important to them.

Counselors felt that the dorm program was well-organized and ran smoothly. They felt prepared to work with gifted students. Counselors felt that the loving atmosphere of the program and the interaction and friendships among students were the most important program elements.

Teachers expressed extremely positive feelings toward the program. They felt adequately prepared to work with the students,

that orientation and staff development were adequate, and that administrative and colleague support were strengths of the program. Teachers, like the students and counselors, felt that the open, cooperative, caring atmosphere of the program were outstanding qualities of the program for both students and staff.

Administrators expressed the same positive evaluation of the program as the other participants. Their impression was that the program has come of age, has most of the kinks and bugs "worked out," resulting in a mostly stress-free, healthy, successful program.

Suggestions for Program Improvement

According to students, the most important improvements which should be made are better food, more varied afternoon and evening options, and more dorm time when they are allowed to informally interact with other students.

Aside from several organizational and supervisory suggestions, the most prevalent concern expressed by the counselors was the perception that the pay was too low for the amount of commitment, time, and energy expected over the 5-week period of the program. They also suggested that a better job of pre-service training and orientation be offered.

Among teachers, the greatest sources of dissatisfaction were the acquisition of materials and supplies for use in teaching classes, and the high temperature in the unair-conditioned

classrooms. They further suggested that Super Saturday and the Banquet be better planned and supervised in the future.

Administrators offered specific suggestions for next year including better control of the hiring and pre-service orientation of staff and better communication between the day and night staff.

Evaluation of the Program in Light of its Rationale

Judging the program by assessing how well its goals as expressed in the rationale is another way of evaluating the success of the program. Each of the goals of the program is discussed in relation to the evaluation information obtained from participants:

1. The gifted have many varied and unique characteristics, needs, and interests not often addressed in the public school. Most importantly, gifted students need to be brought together. They thrive on the interaction with others like themselves.

Clearly, an important program goal of bringing together gifted students is met by the residential program. Furthermore, the evidence is very strong from this evaluation that the students do in fact thrive on this interaction with those like themselves. They report that the friendships developed are one of the most important elements of the program.

2. Adults of the program serve as positive role models and mentors of the gifted. Staff members are carefully

selected, not only for their knowledge, but for their abilities to work and interact with people, to provide enthusiasm toward learning, growth, and development.

The evidence is very strong that the counselors, teachers, and administrators of the program are positive role models for gifted students. There is a high degree of enthusiasm toward learning and development according to all segments of the SEP participants. One difficulty experienced in this year's program was that of finding enough qualified male counselors. This should be one of the emphases in next year's program with respect to this program goal.

3. Students are given the opportunity to study areas in which they are knowledgeable, and are provided with experiences which allow exploration of new and unusual topics and courses. The curriculum is developed to meet the diversified areas of interest and concern displayed by the gifted.

Students feel, on the whole, that the degree of choice in classes and options is a major strength of the program. Teachers are encouraged to develop classes which meet the needs and interests of the students by examining past classes which were successful. Also both students and teachers are asked each year to suggest classes they would like to see offered at SEP. This process helps the program to achieve the goal of an interesting and appropriate curriculum for the students.

4. Giftedness is potential. As a student in the program said, "Giftedness is the striving." Opportunities are presented to allow the development of the potential, of striving, both emotionally and intellectually. Giftedness can be nurtured and developed. With this attitude as a basis for the program, opportunities are expanded.

The program emphasis as expressed by all segments of the program is one of personal growth for all involved. Many classes offered to and chosen by the students are explicitly designed to help students think about their own personal emotional and intellectual growth. Teachers, counselors, and administrators also report that SEP has positive personal growth benefits for themselves as well as the students.

The program is clearly outstanding in achieving the goals of openness, cooperation, and encouragement of emotional and intellectual growth. The problems that arise during the program are dealt with in open and direct ways in most cases. Students are given freedom to choose individual paths, teachers are given freedom to try new ideas in a supportive environment, counselors are given freedom to structure activities and atmosphere which encourages positive behavior and growth for students, and administrators are given freedom to respond to the needs of the staff, to try out program ideas, and to maintain a camaraderie with each other and with the staff that for many is unparalleled in education.

RECOMMENDATIONS

The following are recommendations for future years based on the evaluation from the 1988 SEP program. Although program administrators may not see all these recommendations as feasible or beneficial, the recommendations should be taken seriously when planning next year's program.

Students

1. The quality of the food should be improved.
2. Better, more varied options should be offered.
3. More time should be allowed for dorm time.
4. The Leadership Program should be developed for Juniors and Seniors.

Counselors

1. There should be earlier notification of employment.
2. There should be a concerted effort to recruit male applicants for counselors.
3. More information about the program should be available to applicants and newly employed counselors.
4. Some effort toward clarifying the income tax withholding needs to be made.
5. More effort should be made by dorm administrators to follow through in solving problems arising in the dorms.

6. The student evaluations of counselors need to be improved in order for them to be more helpful to counselors.
7. Counselor burnt-out is still a problem for many counselors. More ideas and effort are necessary to prevent this.
8. There should be more cooperation between dorm and day staff. It may be worth exploring the possibility of some counselors working part-time in the day program and some teachers offering afternoon and evening options through the dorm program.

Teachers

1. Interns need to choose which classes they will teach earlier so that hiring of appropriate paid teachers can be accomplished in a timely way.
2. Availability of supplies is perceived to be a problem. It is not a lack of enough money, but the difficulty of obtaining photocopies, and receiving pre-ordered supplies on time. The program should consider options of alternative ways of accomplishing photocopying. Pre-ordered supplies should be ordered and available to teachers in a timely manner.
3. Student class evaluations need to be modified in order to be valuable to teachers.
4. There should be more communication between teachers and counselors.
5. Excessive heat in the classroom buildings should be addressed.

6. The list of open-ended comments by teachers should be read and studied by program administrators a short time before the beginning of next year's program.
7. There should be more classes in writing, and art disciplines.
8. Super Saturday needs better planning and communication.
9. The Banquet needs to be rethought in order to be a positive experience for students, teachers, and counselors alike.

Administrators

1. Dorm administrators feel it was good to have so many new counselors. Perhaps a limit on the number of returning counselors should be considered.
2. Have the dorm counselors read the counselor and dorm administration's evaluations shortly before the beginning of next year's program.
3. The dorm director believes 3 assistant dorm directors was too many.

APPENDIX - INSTRUMENTS

1. SEP Student Evaluation of Classes
2. Student Evaluation of SEP
3. Counselor Evaluation of SEP
4. Teacher Evaluation of SEP

Teacher _____ Class Number _____

SEP Student Evaluation of Classes

Please take a few minutes to give sincere responses to the following questions since your teacher will take your answers seriously. Your answers will help to improve SEP and will remain anonymous. Thank you for your time and cooperation.

Please circle a number for each question according to the following scale:

5 - Strongly Agree
4 - Agree
3 - Neutral
2 - Disagree
1 - Strongly Disagree

SD	D	N	A	SA	
1	2	3	4	5	1. In this class, I learned some useful ideas or skills which I can use in the future.
1	2	3	4	5	2. I enjoyed this class.
1	2	3	4	5	3. I learned something about myself in this class.
1	2	3	4	5	4. This class was challenging.
1	2	3	4	5	5. This class allowed creative expression.
1	2	3	4	5	6.
1	2	3	4	5	7.
1	2	3	4	5	8.

9. These are things about this class I liked the most:

10. These are some suggestions for improving this class:

Student Evaluation of SEP

Please take a few minutes to give sincere responses to the following questions. Your answers will help to improve SEP and will remain anonymous. Thank you for your time and cooperation.

My counselor's name is: _____

Please circle a number for each question according to the following scale:

5 - Strongly Agree
4 - Agree
3 - Neutral
2 - Disagree
1 - Strongly Disagree

SD	D	N	A	SA		
1	2	3	4	5	1.	My counselor liked me.
1	2	3	4	5	2.	My counselor was a good group leader.
1	2	3	4	5	3.	My counselor followed through on plans, ideas, and suggestions.
1	2	3	4	5	4.	My counselor was fair with everyone in our group.
1	2	3	4	5	5.	The afternoon and evening options I chose were exciting.
1	2	3	4	5	6.	I got along well with my roommate.
1	2	3	4	5	7.	I felt accepted in my group at the dorm.
1	2	3	4	5	8.	I was able to be myself at SEP.
1	2	3	4	5	9.	I will feel more positive about school as a result of SEP.
1	2	3	4	5	10.	I made at least one new friend who I plan to stay in touch with after SEP.

8. Thinking of the entire SEP program, these are the things I liked best:

9. These are some suggestions for improving SEP:

Counselor Evaluation of SEP

SEP grows, changes, and improves partly because of feedback from the staff each year. Please take a few minutes to express your anonymous responses to these statements and questions.

5 - Strongly Agree; 4 - Moderately Agree; 3- Neutral
2 - Moderately Disagree; 1 - Strongly Disagree
Blank - No Opinion or Not Applicable

1 2 3 4 5 1. My responsibilities were made clear to me.

1 2 3 4 5 2. My training for being a counselor in SEP was adequate.

1 2 3 4 5 3. Old Man Mountain was a valuable experience for me.

4. For me, the age of my group was 1 too old
2 about right
3 too young

5. The number of people in my group was
1 too large.
2 about right
3 too small

6. Dorm rules for the kids were
1 not strict enough
2 about right
3 too strict

1 2 3 4 5 7. responsibilities for floor time were clear.

1 2 3 4 5 8. Materials were accessible for options

1 2 3 4 5 9. The dorm administration was fair.

1 2 3 4 5 10. Administrators followed through in solving problems.

1 2 3 4 5 11. The 1st session student evaluations were helpful.

1 2 3 4 5 12. I felt burned out by second session.

1 2 3 4 5 13. The rules for counselor visitors were fair.

1 2 3 4 5 14. There should be closer cooperation and communication with the day staff.

1 2 3 4 5 15. The day staff should offer options.

Counselor_____

Please write an answer to the following questions as a post-SEP "interview" and turn them in when you check out. We really appreciate your input, so please be thorough; use the back of the page if necessary.

1. What do you see as SEP's strengths?

2. What do you see as your strengths as a counselor?

3. What do you see as SEP's weaknesses / what would you change?

4. What would you do differently next year if you were to return?

5. Do you want to apply next year? In what capacity?

Teacher Evaluation of SEP

SEP grows, changes and improves partly because of feedback from the staff each year. Please take a few minutes to express your anonymous responses to these statements and questions.

5 - Strongly Agree; 4 - Moderately Agree; 3 - Neutral
2 - Moderately Disagree; 1 - Strongly Disagree
Blank - No Opinion or Not Applicable

1	2	3	4	5	1.	My professional responsibilities were clearly stated before the first day of Prep Week.
1	2	3	4	5	2.	I was inadequately prepared for working with G/T students.
1	2	3	4	5	3.	Old Man Mountain was an important part of my preparation for SEP.
1	2	3	4	5	4.	The availability of materials and supplies was insufficient.
1	2	3	4	5	5.	I was able to obtain enough money for my classes.
1	2	3	4	5	6.	I was able to obtain necessary supplies for teaching my class.
1	2	3	4	5	7.	Facilities were adequate for teaching my classes.
1	2	3	4	5	8.	Duty expectations were made clear.
1	2	3	4	5	9.	The number of duties was excessive.
1	2	3	4	5	10.	I received adequate support from the program administrators.
1	2	3	4	5	11.	program administrators were responsive to my needs
1	2	3	4	5	12.	The student class evaluations provided valuable information.
1	2	3	4	5	13.	I perceived a separation of the roles of teachers who were interns and those who were not.
1	2	3	4	5	14.	There was too little communication between teachers and counselors.
1	2	3	4	5	15.	I like working with students in SEP.
1	2	3	4	5	16.	I would like to continue working with SEP.

17. What classes do you think need to be offered at SEP which were not offered this year?

18. My greatest satisfaction in working with SEP was:

19. My greatest frustration in working with SEP was:

20. What other comments, suggestions, or recommendations do you have for the improvement of SEP (including Prep Week, Old Man Mountain, Registration, Banquet, Dance, etc.) in the future?

EC

MAKING A GOOD PROGRAM FOR GIFTED AND TALENTED CHILDREN BETTER:

IMPROVING A PROGRAM THROUGH EVALUATION

by

Alan D. Moore, Ph.D.
Department of Educational Foundations
and Instructional Technology
University of Wyoming

George T. Betts, Ed.D., Director
Center for the Study of the Gifted, Talented, and Creative
Department of Special Education
University of Northern Colorado

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The Summer Enrichment Program for the Gifted and Talented, at the University of Northern Colorado, Greeley, is one of a number of special summer residential programs for gifted, talented, and creative children around the country. Now in its 12th year, the program has provided enrichment and growth experiences for thousands of students both in and out of Colorado. It has also served as a training opportunity for educators of the gifted and talented who gain the experience necessary to meet the special and diversified needs of these children.

As a part of an ongoing effort to improve the program so that it does an even better job of serve gifted students, an evaluation of the program was undertaken. This evaluation took place over the 5-week duration of the 1988 program. Information was sought from the principal participants, the students, counselors, teachers, and program administrators. In this paper are presented the results of the data collection, analysis, and synthesis of this information.

PROGRAM DESCRIPTION

Each summer, the Summer Enrichment Program admits students who will enter grades 5 through 10 in the following school year. For each of two sessions lasting two complete weeks, approximately 325 students, 30 professors, teachers, and graduate students, and 25 undergraduate counselors participate in this unique residential summer enrichment program for gifted and talented students.

Program Rationale

The directors and staff have developed the following rationale for the program:

1. The gifted have many varied and unique characteristics, needs, and interests not often addressed in the public school. Most importantly, gifted students need to be brought together. They thrive on the interaction with others like themselves.
2. Adults of the program serve as positive role models and mentors of the gifted. Staff members are carefully selected, not only for their knowledge, but for their abilities to work and interact with people, and to provide enthusiasm toward learning, growth, and development.
3. Students are given the opportunity to study areas in which they are knowledgeable, and are provided with experiences which allow exploration of new and unusual topics and courses. The curriculum is developed to meet the diversified areas of interest and concern displayed by the gifted.

4. Giftedness is potential. As a student in the program said, "Giftedness is the striving." Opportunities are presented to allow the development of the potential, of striving, both emotionally and intellectually. Giftedness can be nurtured and developed. With this attitude as a basis for the program, opportunities are expanded.

Students Served

Definition of Gifted and Talented

The youth for whom the program is targeted are identified as capable of high performance, but require differentiated educational programs in order to realize their contribution to self and society. High performance, which may be manifested in any or a combination of these areas, are:

a) General intellectual ability
b) Specific academic aptitude
c) Creative or productive thinking
d) Leadership
e) Visual or performing arts

Selection of Students

Nominations to the program may be initiated by teachers, parents, or others who have knowledge of a student's abilities. The program application form requires information from parents, an educator, and the student applicant. Selection of students is based upon the quality and completeness of the information provided in the application. Students who have attended the program previously are automatically admitted to the program if their application is timely and a complete application from a previous year is on file.

Program elements

Day Program

Students are enrolled in four 70-minute classes for ten days of instruction. The courses are created during winter and spring quarters each year to meet the abilities, needs, and interests of the gifted. Curriculum is developed and differentiated according to many of the basic principles currently discussed in gifted education. Over 70 courses covering most content areas are offered each session. On the first Sunday of the program, students choose their top four class preferences for each of the four class periods from a booklet describing the courses. Students are assigned to classes based on a system which attempts to place as many students as possible into the classes they most prefer. Students are informed of which classes they are enrolled in on the following Monday morning. After attending each class,

they have the option of changing classes during a drop-add period at the end of the first day of classes.

Activities within the courses are planned based on five criteria:

1. Student interest is the basis for course offerings.
2. Development of basic knowledge within content areas is essential.
3. Activities which promote the development of individual learning skills (such as high level thinking skills, organizational skills, self-directed learning opportunities, etc.) are incorporated into each course.
4. Guest speakers, field trips and resources which provide opportunities for continued learning throughout the school year are included. Activities are included to help the students return to their communities and continue to experience and experiment in new areas of learning and to provide the opportunity for exploration in areas of existing interest.
5. Activities are also included to promote personal understanding, interpersonal skills and in-depth interaction with other gifted students as well as with the staff of the program. Students are presented with a smorgasbord of people, activities and opportunities. What each consumes is up to that person. The appetite for learning must come from within.

Other Day Activities

After completion of the four academic courses each day, a variety of activities, known as afternoon options, are scheduled for students. These include free time at the dormitory, research at Michener Library, more intensive involvement with computers, additional time with instructional staff, and recreational activities.

The second Friday of each session is "Sharing Day" for each of the classes. Students and staff bring closure to their experiences through displays, demonstrations, and presentations. Products include audiotapes, videotapes, short stories, original music compositions, plays written and produced by the students, and many other displays and active participation presentations. The entire day celebrates and demonstrates the learning that has taken place. People from the University and the surrounding area attend and participate.

Evening Program

After the evening meal, students are involved in activities planned and supervised by the counselors of the dormitories. The fact that the program is residential leads to in-depth interaction and socialization among students and staff. Opportunities are developed through these "evening options" to further enhance the talents and creativity of the students.

Weekend Program

Students find Saturday filled with three challenging one-and-one-half hour sessions led by experts from the University and surrounding area and SEP staff members. That evening the "Brain Bowl" is conducted. Students compete in a college bowl atmosphere. Questions are developed by full-time staff members as well as visitors and guest presenters who have been involved in the program.

Sunday is set aside as a day of relaxation, camaraderie, and personal chores. Students enjoy freedom to relax and reflect. This extremely important time provides the opportunity for sharing on a more informal basis. Sunday ends with the counselor groups venturing off campus for dinner and a movie, roller skating, or similar activities.

On the second Thursday of the program, a banquet is held, where students are served a formal dinner complete with invitations, table cloths, and place settings. After students are served by their counselors and teachers, and the meal is finished, a program of singing, dancing, and speech-making is presented. An awards ceremony is conducted for those students who have been long-time program participants.

1988 SUMMER PROGRAM EVALUATION

Demographic characteristics of 1988 students

The 1988 SEP program had 643 students, of whom 327 were girls and 316 were boys. The distribution across grade levels was:

Grade Entering	Number
5	53
6	112
7	134
8	134
9	131
10	79

Geographically, students came from 23 states in the U.S. Three student were from Canada and one from France. The geographic distribution was as follows:

470	Colorado	2	Illinois
55	Wyoming	2	Louisiana
53	Nebraska	2	North Carolina
15	Kansas	2	South Dakota
15	Texas	2	Tennessee
11	California	2	Washington
7	Arizona	1	Alaska
6	Montana	1	Florida
5	Nevada	1	Utah
4	Iowa	1	Virginia
4	Oklahoma	1	New Mexico
3	Minnesota	1	Ohio
2	Georgia	1	South Carolina

Student Evaluation of SEP

Description of student evaluation of program

Students in the first two-week session were asked to complete and return two different questionnaires. Questionnaires were distributed during the abbreviated class period on the last day of classes, Share Friday. One questionnaire, SEP Student Evaluation of Classes was related to the classes. Each teacher received a summary of the responses of the students to 8 scaled questions. Questionnaires were returned to teachers, together with the summaries on Monday, the first day of the second session. The second questionnaire, Student Evaluation of SEP (Appendix A) was completed only during the students' first hour classes. This instrument included 10 scaled statements and two open-ended questions. Summaries, by counselor group, of responses were compiled, and questionnaires, together with summaries, were distributed to counselors on Monday, the first day of the second session.

Since these two questionnaires were included in the evaluation design primarily to function as formative feedback, no overall summary of student responses to scaled items was done. However, open-ended comments of students to the two open-ended questions on the Student Evaluation of SEP questionnaire were recorded and summarized below.

Summary of Student Evaluation of Program

The students expressed overwhelmingly positive attitudes toward the program. To them, the most valued aspects of the program were the classes, dorm time, options, the counselors and the friends and friendships they develop at SEP. The most common suggestions for the improvement of SEP were better food, better options, and more dorm time.

Description of Counselors

There were 26 counselors who were between the ages of 17 and 35. Thirteen were men, 13 were women. Twenty-one of the counselors were undergraduate students while 5 were post-graduates. Three counselors were returning from the previous year of SEP and seven had been SEP students.

Description of instruments and administration of instruments

Counselors were asked to respond to two questionnaires concerning evaluation of the program. One was an anonymous scaled questionnaire consisting of 15 statements in a Likert-type format. The other was an open-ended questionnaire consisting of 5 questions. Questionnaires were distributed to the counselors on the next-to-last day of the program and the return of a questionnaire was required as part of the check-out procedure. The scaled questionnaire was anonymous whereas the open-ended questionnaire provided a space for the name of the counselor completing it.

Summary of counselor evaluations

Evaluations of the program by counselors were extremely positive. They felt that training and preparation for the job were adequate, they were happy with their counselor groups, they felt the dorm ran smoothly and that the dorm administration was fair. There was concern expressed by some counselors that there was a lack of follow-through in solving problems by dorm administrators. Counselors expressed fatigue and burn-out to be a problem during Session II. There was considerable difference of opinion concerning whether the day staff and night staff should cooperate and communicate more.

Counselors see the social environment for the students as the most important strength of the program. They emphasize that the acceptance of the kids, the loving, stimulating environment, and the friendships both among the students and counselors are the most important aspects of the program. Related to this perception is their feeling that what most qualifies them for the job is their ability to relate to the kids and contribute to the positive, enthusiastic, loving atmosphere of the program.

The most prevalent concern about the program that counselors reported was that the pay was too low for such a time-intensive job. Their open-ended comments show that many counselors feel that the job is nearly a 24-hour job with no time off. When they divide their pay by the total number of hours they feel they work, they believe they are being paid far too little. A second theme among several counselors was that they would like to have had a clearer description of the job and more training and information about the program prior to its beginning.

Many counselors felt that they would try to do a better job of planning interesting and unique options for the students if

they were to be a counselor next year. Many also reported that they would try to become better acquainted with students in the program.

The fact that nearly all reported they would consider applying to work in the program next year is further indication that counselors, on the whole, were very positive toward the program and felt it was worth their time and effort to be involved in SEP.

Teacher Evaluation of Program

Description of Teachers

There were 36 teachers in the program, among whom 19 were paid and 17 were interns receiving graduate university credit for their teaching and program participation. Of the 19 paid teachers, 3 had bachelor's degrees, 11 had master's degrees with another 4 with master's degrees in gifted and talented education, and 1 teacher had a doctorate. Twelve of the 19 paid teachers had previously taught in SEP.

Description of instruments and administration of instruments

The evaluation instrument for teachers was a one-page anonymous questionnaire (Appendix A) with 16 scaled statements on the front side and 4 open-ended questions on the back side. The questionnaire was constructed by the evaluator using ideas and suggestions of administrative staff and teachers. Questionnaires with a cover letter were distributed to all teachers during the final week of SEP.

Summary of teacher evaluations of program

The teacher evaluations of the program taken as a whole were overwhelmingly positive. Teachers felt they were adequately prepared for working with gifted and talented students, that orientation and training including the staff development retreat were useful. Most teachers felt that supplies, materials, and funding were adequate for the job, but a large minority felt that there was insufficient availability of materials and supplies.

Relationships between teachers and the administrative staff were seen to be very positive. Teachers felt very strongly that the administrative staff was supportive and responsive to their needs. The teachers did not report a differentiation of roles between those who were interns and those who were not. The large majority of teachers enjoyed working with gifted and talented students and felt they would like to continue working with SEP in the future. The amount of communication between the teachers and counselors was felt to be a program weakness with many teachers feeling there was too little communication.

Teachers offered many ideas for classes to be offered in the future at SEP. Classes in writing were mentioned by the most

teachers. Also more classes in disciplined art, such as drawing, sculpture, pottery, dance, and music were suggested frequently. Physical education classes were also suggested my many teachers.

When asked what their greatest satisfaction was in working with SEP, teachers expressed the satisfaction of working with the kids and working with their colleagues as the most rewarding. Many also felt a renewed faith in teaching and the opportunity for personal growth were satisfying.

The greatest frustration expressed by the teachers was largely with the process of acquiring and preparing materials to teach classes. The difficulty and awkwardness of obtaining photocopies was a consistent complaint. Many also experienced difficulty in getting materials in a timely manner. The heat of the un-airconditioned classrooms was also very difficult for teachers to deal with. Many felt instruction to be very difficult if not impossible in the heat of the building.

Teachers offered a large number and wide variety of suggestions for future years of SEP. There were many suggestions about how Super Saturday might improve. Most of them relate to matters of organization and communication. They suggest a more detailed plan and clearer information for participants in future Super Saturdays. The organization and operation of the banquet was also the point of some criticism. Many felt that there needs to be some good thinking and planning applied to improvement of the banquet experience for teachers, counselors, and kids alike.

Prep week, the Old Man Mountain retreat, registration, and duties received few suggestions for improvement. The overall tone of the open-ended questionnaire was positive toward the program.

Administrators' Evaluation of Program

Description of Administrators

Director

The Director of the Summer Enrichment Program, Dr. George Betts, has served as its director for all 11 years of the program's existence. The Director is responsible for development of the program throughout the entire year. He has a full-time secretary who helps with all of the activities of the program. The Director's duties include:

1. Program Development and enhancement
2. Recruitment of students
3. Hiring of teachers, counselors and administrators
4. Development of SEP as an intern site
5. Development of over-all day and night program
6. Over-all leader of the program
7. Problem solver with parents, teachers, administrators and students.
8. Supervisor of interns

Night Staff

The dorm administrative staff consisted of two dorm directors, one in charge of Wilson Hall, the other in charge of Snyder; and 3 assistant dorm directors. All night staff administrators had previously been either counselors or night staff administrators before, some for several years. All had at least a bachelor's degree in education or related field. The night staff administrators were in charge of hiring counselors, organizing planning week, rooms assignments, supervision of counselors, coordination with the day staff, and general supervision of all dorm activities.

Day Staff

The administrative staff of the day program consisted of the day time coordinator, assistant day time coordinator, 3 part-time teacher supervisors, two secretaries, and three part-time secretary-problem solvers.

The Day Staff was in charge of supervision of students between 8:30 and 3:30, planning classes, teaching classes, and general program coordination.

Description of program evaluation from administrators

Open-ended interviews were conducted by the evaluator with several program administrators during the third week of the program. From those not interviewed, letters of program evaluation were sought. Administrators were asked to comment on the strengths and weaknesses of this year's program from their own perspective.

Summary of Administrators' Evaluation of Program

The interviews of the night staff administrators left the impression of a smoothly-running program with few tensions, unresolved problems, or dangerous situations. They expressed a sense of openness and cooperation among themselves and with the counselors and SEP students.

Aside from a few specific suggestions concerning hiring, pre-SEP counselor preparation, and communication issues, the major problem faced by the night staff administrators was the interaction of Y.O.U. program participants and SEP participants. They took a positive approach in working through the problems with the staff of the Y.O.U. program and by second session the problem ceased to be serious.

Unfortunately, systematic interviewing of the day staff did not occur. Therefore, suggestions and criticisms of the program were not available. The letter of evaluation by the program director reflected a perception of the program as extremely successful with no major problems. This success was attributed to the openness, flexibility, and creativity of the staff, as well

as to the commitment and expertise of the staff in working with gifted and talented children. The director also attributes the success of the program to the emphasis on the emotional and social development of all people in the program: not only the students, but the entire day and night staff as well.

Summary of Evaluation

If the success of the 1988 Summer Enrichment Program is to be judged by the perceptions of those most directly involved, the students, counselors, teachers, and administrators, this year's program was extremely successful. Each group expressed mostly a positive evaluation of the program. Suggestions for improvement were almost totally constructive, minor changes which would improve the program, which is already seen as extremely well-run and appropriate for all involved.

Perceived Strengths of the Program

The majority of students reported liking the classes and dorm experiences. The friendships they develop are very important to them.

Counselors felt that the dorm program was well-organized and ran smoothly. They felt prepared to work with gifted students. Counselors felt that the loving atmosphere of the program and the interaction and friendships among students were the most important program elements.

Teachers expressed extremely positive feelings toward the program. They felt adequately prepared to work with the students, that orientation and staff development were adequate, and that administrative and colleague support were strengths of the program. Teachers, like the students and counselors, felt that the open, cooperative, caring atmosphere of the program were outstanding qualities of the program for both students and staff.

Administrators expressed the same positive evaluation of the program as the other participants. Their impression was that the program has come of age, has most of the kinks and bugs "worked out," resulting in a mostly stress-free, healthy, successful program.

Suggestions for Program Improvement

According to students, the most important improvements which should be made are better food, more varied afternoon and evening options, and more dorm time when they are allowed to informally interact with other students.

Aside from several organizational and supervisory suggestions, the most prevalent concern expressed by the counselors was the perception that the pay was too low for the amount of commitment, time, and energy expected over the 5-week period of the program. They also suggested that a better job of pre-service training and orientation be offered.

Among teachers, the greatest sources of dissatisfaction were the acquisition of materials and supplies for use in teaching classes, and the high temperature in the unair-conditioned classrooms. They further suggested that Super Saturday and the Banquet be better planned and supervised in the future.

Administrators offered specific suggestions for next year including better control of the hiring and pre-service orientation of staff and better communication between the day and night staff.

Evaluation of the Program in Light of its Rationale

Judging the program by assessing how well its goals as expressed in the rationale is another way of evaluating the success of the program. Each of the goals of the program is discussed in relation to the evaluation information obtained from participants:

1. The gifted have many varied and unique characteristics, needs, and interests not often addressed in the public school. Most importantly, gifted students need to be brought together. They thrive on the interaction with others like themselves.

Clearly, an important program goal of bringing together gifted students is met by the residential program. Furthermore, the evidence is very strong from this evaluation that the students do in fact thrive on this interaction with those like themselves. They report that the friendships developed are one of the most important elements of the program.

2. Adults of the program serve as positive role models and mentors of the gifted. Staff members are carefully selected, not only for their knowledge, but for their abilities to work and interact with people, to provide enthusiasm toward learning, growth, and development.

The evidence is very strong that the counselors, teachers, and administrators of the program are positive role models for gifted students. There is a high degree of enthusiasm toward learning and development according to all segments of the SEP participants. One difficulty experienced in this year's program was that of finding enough qualified male counselors. This should be one of the emphases in next year's program with respect to this program goal.

3. Students are given the opportunity to study areas in which they are knowledgeable, and are provided with experiences which allow exploration of new and unusual topics and courses. The curriculum is developed to meet the diversified areas of interest and concern displayed by the gifted.

Students feel, on the whole, that the degree of choice in classes and options is a major strength of the program. Teachers are encouraged to develop classes which meet the needs and interests of the students by examining past classes which were successful. Also both students and teachers are asked each year to suggest classes they would like to see offered at SEP. This process helps the program to achieve the goal of an interesting and appropriate curriculum for the students.

4. Giftedness is potential. As a student in the program said, "Giftedness is the striving." Opportunities are presented to allow the development of the potential, of striving, both emotionally and intellectually. Giftedness can be nurtured and developed. With this attitude as a basis for the program, opportunities are expanded.

The program emphasis as expressed by all segments of the program is one of personal growth for all involved. Many classes offered to and chosen by the students are explicitly designed to help students think about their own personal emotional and intellectual growth. Teachers, counselors, and administrators also report that SEP has positive personal growth benefits for themselves as well as the students.

The program is clearly outstanding in achieving the goals of openness, cooperation, and encouragement of emotional and intellectual growth. The problems that arise during the program are dealt with in open and direct ways in most cases. Students are given freedom to choose individual paths, teachers are given freedom to try new ideas in a supportive environment, counselors are given freedom to structure activities and atmosphere which encourages positive behavior and growth for students, and administrators are given freedom to respond to the needs of the staff, to try out program ideas, and to maintain a camaraderie with each other and with the staff that for many is unparalleled in education.

Recommendations

The following are recommendations for future years based on the evaluation from the 1988 SEP program. Although program administrators may not see all these recommendations as feasible or beneficial, the recommendations should be taken seriously when planning next year's program.

Students

1. The quality of the food should be improved.
2. Better, more varied options should be offered.
3. More time should be allowed for dorm time.
4. The Leadership Program should be developed for Juniors and Seniors.

Counselors

1. There should be earlier notification of employment.
2. There should be a concerted effort to recruit male applicants for counselors.
3. More information about the program should be available to applicants and newly employed counselors.
4. Some effort toward clarifying the income tax withholding needs to be made.
5. More effort should be made by dorm administrators to follow through in solving problems arising in the dorms.
6. The student evaluations of counselors need to be improved in order for them to be more helpful to counselors.
7. Counselor burn-out is still a problem for many counselors. More ideas and effort are necessary to prevent this.
8. There should be more cooperation between dorm and day staff. the possibility of some counselors working part-time in the day program and some teachers offering afternoon and evening options through the dorm program should be explored.

Teachers

1. Interns need to choose which classes they will teach earlier so that hiring of appropriate paid teachers can be accomplished in a timely way.
2. Availability of supplies is perceived to be a problem. It is not a lack of enough money, but the difficulty of obtaining photocopies, and receiving pre-ordered supplies on time. The program should consider options of alternative ways of accomplishing photocopying. Pre-ordered supplies should be ordered and available to teachers in a timely manner.
3. Student class evaluations need to be modified in order to be valuable to teachers.
4. There should be more communication between teachers and counselors.
5. Excessive heat in the classroom buildings should be addressed.
6. The list of open-ended comments by teachers should be read and studied by program administrators a short time before the beginning of next year's program.
7. There should be more classes in writing, and art disciplines.
8. Super Saturday needs better planning and communication.
9. The Banquet needs to be rethought in order to be a positive experience for students, teachers, and counselors alike.

Administrators

1. Dorm administrators feel it was good to have so many new counselors. Perhaps a limit on the number of returning counselors should be considered.
2. Have the dorm counselors read the counselor and dorm

administration's evaluations shortly before the beginning of next year's program.

3. The dorm director believes 3 assistant dorm directors was too many.